

# TIER

**T**iered **I**nterventions Using  
**E**vidence-Based **R**esearch

## Handouts

### Introduction

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## Data-Based Individualization Within MTSS



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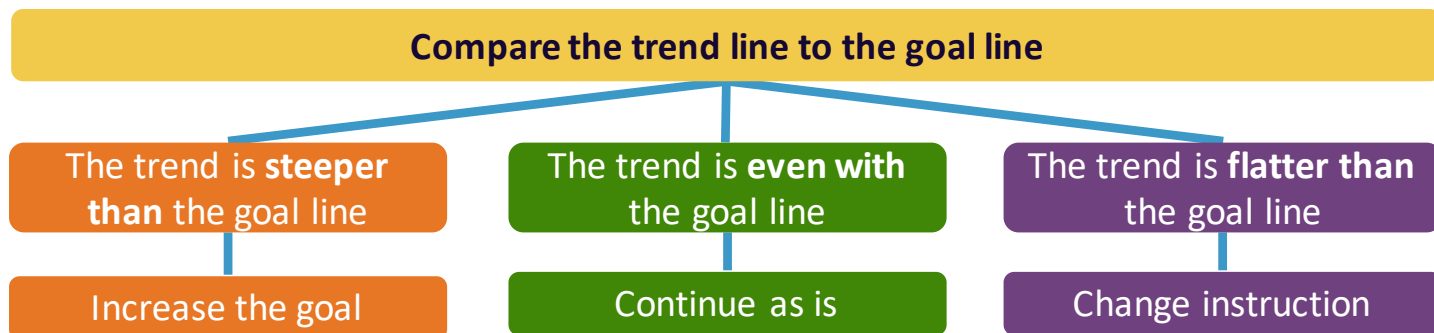
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## Decision-Making Rubric

Make decisions based on student's data by comparing the trend line to the goal line.



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## Daily Intervention Dosage Log

Fill out this log each day. If an intervention is not scheduled for a given day, or could not be offered, circle “N” under the column “Intervention offered?” and leave the rest of the row blank. On days when the student receives intervention (Student present = Y), indicate the duration (minutes) or frequency (e.g., number of check-ins) of the intervention, rate the extent of student engagement, and the rate the plan implementation.

	Intervention offered?		Student present?		Intervention duration (minutes) or frequency	Student engaged? 1 = no 2 = partially 3 = yes			Intervention implemented as planned? 1 = no 2 = partially 3 = yes		
Monday	Y	N	Y	N		1	2	3	1	2	3
Tuesday	Y	N	Y	N		1	2	3	1	2	3
Wednesday	Y	N	Y	N		1	2	3	1	2	3
Thursday	Y	N	Y	N		1	2	3	1	2	3
Friday	Y	N	Y	N		1	2	3	1	2	3

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# Sample Fidelity Checklist for Comprehension

**Self-monitoring—to be completed** (circle one):

Weekly

Bimonthly

Monthly

**Topic:** Comprehension strategies

**The comprehension strategy being implemented at this time**

(i.e. prediction, summarization, brainstorming, etc.):

**Place a check next to each step as you complete it for a given lesson.**

\_\_\_ Provide an objective for the lesson in concrete and measurable terms.

\_\_\_ Provide students a rationale for the strategy that you will teach.

\_\_\_ Introduce the strategy through modeling.

\_\_\_ Use the strategy with students on a short piece of text (guided practice).

\_\_\_ Have students repeat the steps in the strategy.

\_\_\_ Have students work independently or in pairs to implement the strategy as they read text.

\_\_\_ Teach for generalization.

\_\_\_ Teach for maintenance.

**On a scale from 1 to 10, I implemented the lesson with the following degree of fidelity**

(defined as implementing the lesson using the given steps or sequence):

1            2            3            4            5            6            7            8            9            10

Low fidelity

High fidelity

Adapted from Lembke, E. S. (2015). Who should receive special education services and how should educators identify which students are to receive special education services? In B. Bateman, J. Lloyd, & M. Tankersley (Eds.), *Enduring issues in special education* (pp. 133–153). New York, NY: Routledge.

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